



## Robert Smalls Middle

43 W. K. Alston Road  
Beaufort, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	654 Students	
<b>Principal</b>	Denise R. Smith	843-322-2500
<b>Superintendent</b>	Dr. Valerie Truesdale	843-322-2300
<b>Board Chair</b>	Fred Washington	843-322-2356

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>At-Risk</b>
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Average	Below Average
2004	Average	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

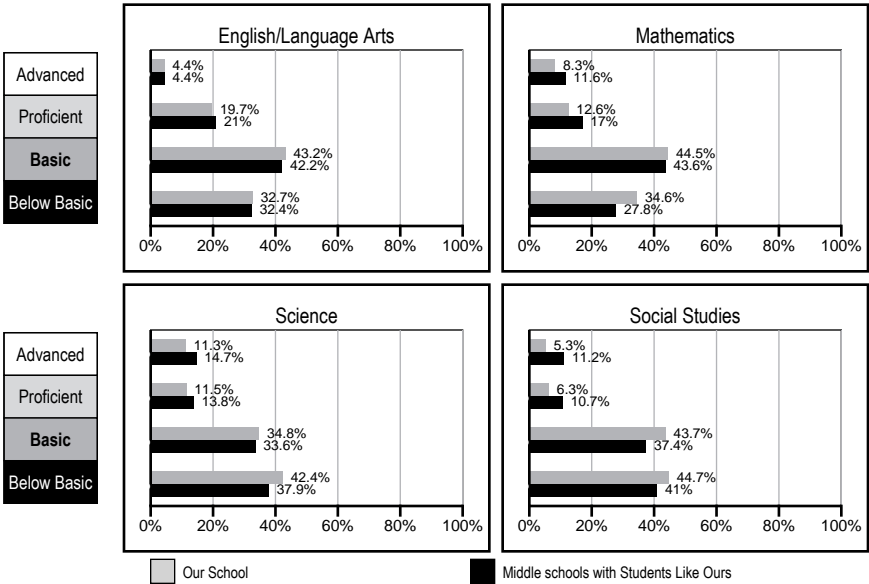
Percent of students tested in 2007-08 whose 2006-07 test scores were located 89.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	7	28	5

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	96.4	96.9
English 1	100.0	94.5
Physical Science	0	66.7
All Subjects	97.4	95.4

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=654)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	18.6%	Up from 12.8%	16.1%	19.4%
Retention rate	1.5%	Up from 1.0%	1.5%	1.8%
Attendance rate	95.3%	Up from 94.1%	95.7%	95.8%
Eligible for gifted and talented	15.6%	Up from 14.7%	14.2%	15.3%
With disabilities other than speech	11.3%	Up from 9.9%	14.5%	12.9%
Older than usual for grade	3.2%	Up from 1.3%	3.4%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.9%	Down from 5.5%	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=51)</b>				
Teachers with advanced degrees	60.8%	Up from 53.3%	52.6%	55.0%
Continuing contract teachers	62.7%	Down from 68.9%	73.6%	70.6%
Teachers with emergency or provisional certificates	4.8%	Down from 5.6%	5.7%	5.4%
Teachers returning from previous year	77.7%	Up from 75.7%	84.0%	83.4%
Teacher attendance rate	94.2%	Down from 94.5%	94.8%	94.9%
Average teacher salary	\$46,797	Up 4.4%	\$44,485	\$44,706
Professional development days/teacher	15.7 days	Up from 13.3 days	11.6 days	11.8 days
<b>School</b>				
Principal's years at school	11.0	Up from 10.0	3.0	3.0
Student-teacher ratio in core subjects	18.9 to 1	Down from 19.6 to 1	19.1 to 1	20.1 to 1
Prime instructional time	88.1%	Up from 87.4%	88.9%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.4%	Up from 87.3%	97.8%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$6,983	Up 3.5%	\$6,959	\$7,097
Percent of expenditures for instruction*	64.2%	Down from 64.4%	65.0%	64.4%
Percent of expenditures for teacher salaries*	60.1%	Down from 62.3%	61.5%	59.4%

\* Prior year audited financial data are reported.

## Report of Principal and School Improvement Council

The focus throughout the school year was on improving student achievement in all content areas. Our 2007 PACT scores indicated that we fell short of meeting the achievement goals set for each academic area. This resulted in our school receiving a report card grade of below average from the state. The teaching staff, administration, and SIC members worked collaboratively, using MAP scores and PACT scores to develop a comprehensive plan to address the academic needs of all students. This team effort resulted in the following achievements: school meeting the International Baccalaureate requirements to become a Candidate School for the Middle Years Programme, 11 eighth graders being named South Carolina Junior Scholars, three seventh graders named Duke TIP scholars, first place winners in the Regional Daughters of the American Revolution Essay Contest, a grant from the SC Coalition for Mathematics and Science to provide a science coach for 2008-2009, an eighth grader being selected to attend the summer residency program of the SC Governor's School for the Arts and Humanities, the Chess Team winning third place in the state's chess championship for the fourth consecutive year, 12 students' art work selected by State Cancer Society for display and auction at their state conference, and the American Heart Association Youth Service Award for contributions in excess of \$1500.

Throughout the year, teachers have worked to integrate problem solving, reasoning, and critical thinking into all curricular areas. All students were involved in problem-based learning units that had a real-world focus while being based on South Carolina Curriculum Standards. Technology was used to support these curricular investigations and to provide opportunities for students to integrate it into their learning, making their educational program more meaningful and relevant.

Although our 2007 PACT scores did not show the gains that were expected, our students' scores on the Spring 2008 MAP test showed significant growth from Spring 2007. Students' growth in reading, math, and science from Spring 2007 to Spring 2008 improved by more than 15 percent school-wide. This growth was attributed to teachers meeting individually with students to set growth goals that would "stretch" each student academically, along with all teachers making the commitment to integrate writing into every class. The staff at Robert Smalls Middle expects to continue this intense focus on academic growth for the remainder of this year and into the next school year to ensure that each student has the foundation for success needed at the next level of their educational journey. I look forward to working with my staff, parents, and community to establish Robert Smalls as a premiere middle school in South Carolina.

Peggy Martin, SIC Chair  
Denise R. Smith, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	51	183	88
Percent satisfied with learning environment	55.1%	60.2%	61.6%
Percent satisfied with social and physical environment	60.8%	72.2%	59.1%
Percent satisfied with school-home relations	28.6%	79.6%	71.3%

\* Only students at the highest middle school grade level and their parents were included.

## Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

School Adequate Yearly Progress

NO

This school met 17 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	6.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	11.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.2%	0.0%	No
Student attendance rate	95.3%	94.0%	Yes

\* Or greater than last year

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	628	99.8	34	43.6	19.9	2.6	33.8	47.3	48.2	No	Yes
<b>Gender</b>											
Male	340	99.7	44.4	39.5	13.2	2.9	25.7	40.8	41.7	N/A	N/A
Female	288	100	21.7	48.3	27.8	2.3	43.3	54.2	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	217	100	24.7	46.5	24.2	4.5	44.4	65.1	60	Yes	Yes
African American	328	99.7	40.1	43.3	15.3	1.3	26.4	30.2	31.7	No	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	70.1	70.4	I/S	I/S
Hispanic	70	100	34.5	39.7	25.9	0	32.8	34.3	38.4	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	43.8	47	I/S	I/S
<b>Disability Status</b>											
Disabled	70	98.6	87.3	12.7	0	0	4.8	12.9	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	33	100	53.8	38.5	7.7	0	7.7	30.2	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	418	100	39	42.6	17.4	1	29.1	32.3	34	No	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	628	99.8	36.8	45.3	11.3	6.6	29.3	41.7	45.8	No	Yes
<b>Gender</b>											
Male	340	99.7	37.6	42.8	11.9	7.7	32.8	42.3	45.6	N/A	N/A
Female	288	100	35.7	48.3	10.6	5.3	25.1	41	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	217	100	23.7	47	16.2	13.1	43.4	60.6	59	Yes	Yes
African American	328	99.7	47.2	43	7.8	2	17.9	22.7	26.9	No	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	64.4	71.3	I/S	I/S
Hispanic	70	100	29.3	50	15.5	5.2	36.2	30	38.1	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	43.8	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	70	98.6	76.2	19	1.6	3.2	7.9	14.1	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	33	100	46.2	46.2	7.7	0	15.4	26.2	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	418	100	41	45.2	10.1	3.6	23.6	26.1	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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**Science**

All Students	426	99.8	42.6	34.5	11.4	11.4	22.9	30.8	35.7	95.3	96.3
<b>Gender</b>											
Male	241	99.6	44.5	31.2	11	13.3	24.3	32.8	37.4	94.9	96.2
Female	185	100	40.1	38.9	12	9	21	28.7	33.8	95.8	96.4
<b>Racial/Ethnic Group</b>											
White	147	100	21.1	36.1	23.3	19.5	42.9	49.4	49.2	94.5	96.2
African American	217	99.5	59.7	30.8	3.5	6	9.5	12.7	17	95.7	96.3
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	55.4	58	96.5	96.7
Hispanic	51	100	35.7	45.2	7.1	11.9	19	17.4	24.9	95.9	96.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	46.2	37.4	96.7	96.1
<b>Disability Status</b>											
Disabled	53	98.1	80.9	12.8	2.1	4.3	6.4	11.7	14	94.2	95.6
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	97.4
<b>English Proficiency</b>											
Limited English Proficient	25	100	57.9	42.1	0	0	0	14.5	24.4	95.4	96.7
<b>Socio-Economic Status</b>											
Subsided meals	286	100	48.1	35.4	9.2	7.3	16.5	15.9	21.1	95	96.1

**Social Studies**

All Students	415	99.8	44.6	43.8	6.3	5.3	11.6	28	34	95.3	96.3
<b>Gender</b>											
Male	217	99.5	46.4	39.3	6.1	8.2	14.3	30	36.6	94.9	96.2
Female	198	100	42.6	48.6	6.6	2.2	8.7	25.8	31.3	95.8	96.4
<b>Racial/Ethnic Group</b>											
White	136	100	27	50	13.9	9	23	42.3	44.5	94.5	96.2
African American	226	99.6	55.2	39.2	2.8	2.8	5.7	13.4	19.1	95.7	96.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	51.6	58.9	96.5	96.7
Hispanic	47	100	40	52.5	2.5	5	7.5	19.4	27.5	95.9	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	96.7	96.1
<b>Disability Status</b>											
Disabled	36	97.2	84.8	12.1	3	0	3	10	14.4	94.2	95.6
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	97.4
<b>English Proficiency</b>											
Limited English Proficient	23	100	61.1	38.9	0	0	0	16.6	27.3	95.4	96.7
<b>Socio-Economic Status</b>											
Subsided meals	281	100	51.4	40.9	3.5	4.2	7.7	14.9	21	95	96.1

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	182	98.4	44.1	34.8	16.8	4.3	21.1
	7	253	100	37.2	42.3	19.7	0.9	20.5
	8	246	99.2	26.9	48.9	20.5	3.7	24.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	186	100	30.9	45.7	21.1	2.3	23.4
	7	217	99.5	39.2	37.6	21.6	1.5	23.2
	8	225	100	31.7	47.3	17.1	3.9	21
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	182	100	38	38	17.8	6.1	23.9
	7	253	99.6	28.3	54.1	10.3	7.3	17.6
	8	246	100	45.9	44.5	7.3	2.3	9.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	186	100	35.4	37.7	18.3	8.6	26.9
	7	217	99.5	34	47.4	8.8	9.8	18.6
	8	225	100	40.5	49.8	7.8	2	9.8
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	93	96.8	57.7	28.2	3.8	10.3	14.1
	7	253	100	41.6	33	14.2	11.2	25.3
	8	124	98.4	40.9	44.5	10	4.5	14.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	95	100	53.3	25.6	8.9	12.2	21.1
	7	216	99.5	39.9	36.8	9.3	14	23.3
	8	115	100	38.2	38.2	17.6	5.9	23.5
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	89	100	31.3	49.4	15.7	3.6	19.3
	7	252	100	48.9	30	9.9	11.2	21
	8	122	100	33.9	58.7	4.6	2.8	7.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	91	100	37.6	47.1	10.6	4.7	15.3
	7	214	99.5	56	29.8	6.3	7.9	14.1
	8	110	100	29.1	67	2.9	1	3.9

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample